

Home Science Education for Village Leaders in Korea*

Lee, K.Y., H.K. Kim, Y.C. Lee, S.P. Kwon,**
B.C. Yoon, S. Chi, U.H. Rhee,
K.H. Kim and Y. Lee
Professors of College of Home Economics,
Yonsei University, Seoul, Korea

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〈국문 요약〉

고도로 발전되는 현대과학은 시대의 흐름에 따라 우리의 생활문화를 급격히 변화시키고 있다. 물질의 풍요는 주위환경의 여건을 변화시키지만 인간의 지식 및 관리능력이 이에 따르지 못하면 생활의 진정한 향상과 혁신은 실천될 수가 없다. 본 연찬회의 목적은 대학교육이 지역사회 개발에 직접적인 관련과 도움이 되기 위해 시행된 일련의 교도행사이다.

생활과학 연찬회는 1978년 11월 7일부터 9일까지 3일간 각 시도군의 생활지도자를 대상으로 의생활분야, 식생활분야, 주생활분야, 아동학분야의 강의와 실습을 통하여, 지역사회의 생활개선 지도방향을 교육 실시하였다.

금번에 가정대학이 실시한 연찬회 참여자들의 반응 및 의견을 종합해볼 때 상당히 만족할만한 것으로 나타났다. 그러나 궁극적으로 생활과학의 보급은 더 넓은 범위와 지방민에 까지 전달되어야만 더욱 효과적인 프로그램

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** Professor from College of Medicine.

이 될 수 있다고 하겠다. 그렇게 되기 위해서는 우선 세분화되고 필요로 하는 교육내용에 관한 연구와 실제 응용할 수 있는 기술 및 지식의 보급이 시급하다 하겠다. 특별히 지방인들이 과거보다 더 요구하는 영역은 주생 활분야와 아동학분야이다. 또한 지도자들이 훈련을 받을 때 사용한 교재 나 교구를 지방에 갖고 갈 수 있게 다양하고 보다 자세한 자료의 개발 및 보급이 뒤따라야 하겠다. 결과적으로 이번 연찬회는 성공적이었고, 앞으로 위에서 제언된 몇 가지를 감안하여 정기적인 Program 이 계속되어야 하겠다.

I. Introduction:

Much of the impact Women's education have in helping to solve problems and to direct social change in such areas as population; world food supply; environment; energy; roles of women, men, young, and old; residential pattern and attitudes toward work and leisure will come through the interaction of higher education with students in home economics classes and other organizations.

In the environment of rapid changing Korean society, professionals in the field of home economics should contribute to family stability, quality of life, consumer competence, family housing, family health, and community resource development, as well as to solving problems of social welfare at all economic levels of living through the Korean Women's Cultural Research Institute.

Today, there is a great demand for community leaders who have knowledge and skills in home economics, family planning, and agricultural industry as well as in farming. Village extension

workers at different Regional Extension Service Centers are those who have the potential for becoming community leaders in Korea. Under the national goal of modernization, they have worked with the community people and achieved a lot.

Rather than choosing one specific place for the educational team to work in, for this project we had planned to bring the village leaders to the campus. When they return to their villages they can communicate their new learnings to their people.

The purpose of this project is to educate and train the leaders of rural communities with modern knowledge and techniques to improve their standard of living, spiritual outlook, and attitude towards life.

The specific objectives are:

1. To improve the physical and mental health and the living conditions of rural people.
2. To extend two-way communication between the urban and the rural people and to recognize mutual problems and interest in order to reach the over-all goal of "Live

Better".

3. To practice our academic knowledge in the real world and thus to contribute our modern training and knowledge to national development and humanwelfare.

II. Method and Procedure:

The educational and practical training program for this workshop were provided by well-qualified faculty members from the Cllege of Home Economics. All four

departments in? our college actively participated in planning and operating the workshop.

These four departments are as follows:

1. Clothing and Textiles.
2. Foods and Nutrition.
3. Housing and Interior Decoration.
4. Child Development and Family Life.

The self evaluation were carried out by through discussion among all the participants of the teaching and planning personnel. The village leaders who attended this program were asked to fill

III. Lecture schedule for the Community leaders:

Date	Time	Content	Teaching Professor
Nov. 7 (Tues.)	9 : 30~10 : 00	—Coffee—	
	10 : 00~10 : 50	Nutrition and Brain Development	Yang-Cha Lee
	11 : 00~12 : 30	Safe Foods	Sook-Pyo Kwon
	12 : 40~13 : 30	How to Use and Care of Refrigerator and Home Freezer	Bok-Cha Yoon
	13 : 30~14 : 30	—Lunch—	
	14 : 40~15 : 20	Clothing and Textiles	Hae-Kyung Kim
	15 : 30~16 : 20	Pattern Design for Farmer's Heavy Work-Clothing	"
	16 : 30~17 : 2~	Pattern Design for Farmer's Light Work-Clothing	"
Nov. 3 (Wed.)	9 : 00~ 9 : 50	Family Education	Un-Hai Rhee
	10 : 00~10 : 50	Child Development and Guidance	Kyung-Hee Kim
	11 : 00~11 : 50	Educational Environments for The Farming Season-[Day Care Center]	Young Lee
	12 : 00~13 : 00	—Lunch—	
	13 : 00~14 : 00	Basic Concepts of Home Management	Soon Chi
	14 : 10~15 : 00	Heat Management	"
	15 : 10~16 : 00	Basic Knowledge of Housing	Bok-Cha Yoon
	16 : 10~17 : 00	Management of Time and Energy	"
Nov. 9 (Thur.)	9 : 00~ 9 : 50	Management of Time and Energy	"
	10 : 00~10 : 30	—Movie—	
	10 : 30~12 : 00	Visit to Home Management Research and Child Care Residence Center	
	12 : 00~14 : 00	—Lunch—	
	14 : 00~15 : 00	Evaluation Session	

out a questionnaire designed to evaluate the effectiveness and usefulness of the knowledge and technique they learned from the lectures and workshops. This continuous feedback information will add a great deal for the future planning in this important task.

A questionnaire was distributed at the end of the session to all 26 participants of the training program in order to obtain evaluative information. This section deals with this information in three parts. They are: (1) description of the participants, (2) description of the target group and their services in the part, and (3) reactions to the train training program.

IV. Outlines of Lectures:

Each department had selected the proper and urgent topics which were chosen at the previous conference with the village leaders. The followings are short description of teaching content of each lecture given at the workshop.

Section One: "Clothing and Textiles"

Lecture 1: Pattern Design for Farmer's Heavy and Light Work-Clothing by Prof. Hae-Kyung Kim
the following points were emphasized in the lecture.

1. Selection of the clothing materials.
The condition of selection was based on its sanitation and work effectiveness.
2. The chief consideration on design should be made for kinds and quality

of labors at field.

3. Other considerations were made on anti-poisoning, heat insulation, etc.

Section Two: "Foods and Nutrition"

Lecture 1: Nutrition and Brain Development by Prof. Yang-Cha Lee

In the human brain cell number rises rapidly until birth and then more slowly until 5~6 months of age. Thus prenatal malnutrition can seriously affect a person's potentiality by severely inhibiting the production of nerve cells before birth.

It has been demonstrated that in humans severe malnutrition during the fetal period and in infancy is associated with intellectual impairment which is irreversible consequence. Although cognitive development in children is affected by multiple environmental factors, nutrition certainly deserves more attention than it has received. It is therefore necessary i) to provide effective nutrition education programs to pregnant mothers to emphasize the utmost importance of well-balanced diet during the prenatal and post-natal life, ii) to develop various new baby foods both home-made and commercial, and iii) to expand and reinforce school-lunch programs. To achieve all the goals mentioned and to implement actual programs, a strong support by the government is urgently needed.

Lecture 2: Safe Foods by Prof. Sook Pyo Kwon

The proper nutrients and safety must be maintained as the essential conditions

in all processes of food manufacturing, storing, transportation, processing, packaging, marketing and cooking.

There are many sources of food contamination. Most prevalent sources of contamination are: i) pesticides residue in agricultural and marine products, ii) food contamination by industrial wastes, iii) deterioration of foods and micotox-icosis, iv) toxic food additives, and v) improper handling of foods. Handling of foods should be maintained to sound conditions and the following points may be emphasized.

1. All processes of large scale of handling of foods should be made by qualified persons as nutritionists.
2. All processes of food handling should be made by adequate facilities.
3. More strict supervision should be made on all handling processes of foods by Government agents.
4. Health education and health examination of food handler should be emphasized.
5. Apparent and adequate labelling should be made to all marketing foods so that the consumer are able to select the better quality of foods.
6. Disseminate the knowledge of foods to general public.
7. Encourage the development of food manufacturing technology.

Lecture 3: How to Use and Care of Refrigerator and Home Freezer
by Prof. Bok-Cha Yoon (Lee)

The contents of the lecture were covered maker principles and structure of

refrigerator, use and care, and freezing. *Refrigerator* is used to preserve freshness of food preventing deterioration caused by Bacteria. It is an equipment which keeps fresh fruits or drinks under a constant temperature or freezes some food and makes ices. The frozen refrigerants, of which there are several kinds, are well suited for home refrigerators. There are two kinds of refrigerators in cooling system at local markets. These are direct cooling system and indirect one. Refrigerator consist of freezing component, low temperature, food storage compartment, and storage space of perishables. *Home freezing* helps homemakers to save time and energy in food preparation. Fresh food or cooked food can be stored in containers made of vinyl, waxed paper, or aluminum foils and insealed containers. Refrigerator should not be located in the area receiving direct ray, high heat, or moisture. Refrigerator should be cleaned by solution of 2 table spoons of soda 4 cups of luke warm water.

Section Three: "Housing and Home Management"

Lecture 1: Managemrnt of Time Energy
by Prof. Bok-Cha Yoon(Lee)

Among resources in day-to-day family living, time and energy were focused on the lecture. Time is being used liked money or skill, when other family resource is being used. A balance in the use of time is a major criterion of time management. These uses are work, leisure

and rest. The studies on daily use of time spent of household activities agree in general that homemakers in urban area in Korea spent 8.49 hours a day, while homemakers in farm area spent 7.21 hours plus 5.10 hours for a farm work. Energy, in home management literature, is considered one of the major resources. The key to effective use of the body is in body portions and motions. Body mechanics, thus, important theory to apply in home management.

Lecture 2: Basic Concepts of Home Management by Prof. Bok-Cha Yoon(Lee)

Home Management which placed high evaluation on materials and money began as early as 1,821 in the United States.

The ultimate aim of home economics education was to give students a realizing sense of their "responsibilities" and "right living". In general home management is the major means of achieving the family's goals using family resources through planning, controlling, and evaluating. Eight basic concepts of home management are: values, goals, standards, resources, decision-making, planning, implementing, and environmental influences. The environments surrounding the family were classified into three: household, near, and larger environment. In the environment of rapid changing Korean society, professionals in the field of home management should contribute to the community development through the Cooperative Extension Service, as well as to solving problem of social welfare.

Lecture 3: Basic Knowledge of Housing by Prof. Soon-Chi

A healthy house, as a convenient and efficient rest place makes it possible to satisfy human needs. Conditions for this house are: prevention of disasters, physiological needs, prevention of occurrence and contamination of diseases, dwelling needs, economic life, and mental hygiene. Dwelling in the rural areas is much different from that in the urban. Since the farm house is extended to the space for farming, it should be considered more carefully in sanitation and the cold and heat.

Lecture 4: Heat Management by Prof. Soon Chi

Planning to keep warm which pursues the constant interior temperature by preventing heat loss in the interior space, is necessary, because curtailment of the cost of fuels spent regularly is more important than equipment of a heating apparatus. Factors of fluctuation in interior temperature are: open air temperature, sun lighting and radiation, cooling and heating system. The essential points of countermeasure for preventing the cold are: reduction of heat loss by walls, prevention of the wind through chinks, and selection of appropriate heating system.

Section Four: "Child Development and Family Life"

Lecture 1: Child Development and Guidance by Prof. Kyung-Hee Kim

As interest in the field of child of child

psychology, psychologists devised better methods and collected better data on various aspects of development. In the present session, we shall review some of the most important and well-established findings in child psychology. We shall discuss physical development, sensory capacities, perception, intelligence, reasoning, personality and social behavior, giving our attention to age trends in development and to the factors underlying these trends.

Lecture 2: Educational Environments for the Farming Season-[Day Care Center] by Prof. Young Lee

The emphasis in day care services should be changed from emphasis on the family and society to the effects on the individual child. In this session, the educational environments which have previously been ignored in the rural day care center are reviewed by showing films about children's play at different developmental levels. People in day care centers should try to maximize the amount of stimulation of their facilities and play equipment, because a variety of stimulation is essential to the optimal development of a child's self-control, and social skills.

Lecture 3: Family Education by Prof. Un-Hai Rhee

This session deals with two major topics. They are:

(1) change in family structure and its implications, and (2) educational domains of the family that cannot be offered by the school.

1. Structural Change in the Family: Family structure has changed according to social change. The extended family structure is characteristic of the agricultural society, while the nuclear family is typical of the industrialized society. Recent economic development in Korea has resulted in an increased percentage of nuclear families. Implications of this change are various, especially regarding the mother role in the family, a child's relationships with family members, and so on.

2. Educational Domains of the Family: Many studies done in the past decades indicate that early experiences of children have a strong and persistent influence on their total development. The family is the first place where people learn interpersonal relationships. Mother's attitude toward a child and child-rearing practice at an early stage is a crucial factor in child development.

V. Results and Discussion:

1. Participants.

The participants of this training

Table 1. Educational Level of Participants

School Last Attended	No.	%
Graduate School	1	3.8
University	5	19.3
Junior College	9	34.7
Technical School	0	0
Senior High School	11	42.3
Junior High School	0	0
Total	26	100.1

program were 26 community leaders located at the Central Office of the Agricultural Extension Service. Their ages ranged from 24 to 51, and about half of them were in their twenties. The educational level of the participants is presented in Table 1, below.

As indicated in Table 1, senior high school graduates were the largest group (42.3%), and about 77 percent of all participants were either senior high or junior college graduates. Sixteen of the 26 participants (61.6%) reported that they had not had any particular job before becoming a community leader. Six of the participants had been school teachers and two of team had previously been public servants.

The number of years of experience that the participants have had as leaders is shown on Table 2.

The participants seemed much different in years of experience as leaders. About a half of them have had longer than 10 years of experience. Participants' religious backgrounds were also varied, consisting of Christians (38.5%), Buddhists (19.3), Roman Catholics (15.4), and non-professing participants (23.1).

In summary, the participants of this

Table 2. Years of Experience as a Leader

Year	No.	%
16~20	7	27.0
11~15	7	27.0
6~10	4	15.3
1~5	8	30.8
Total	26	100.1

training program were mostly experienced, relatively young community leaders whose educational level and religious backgrounds were quite different each other, and many of whom had not had any particular occupation before they became leaders.

2. Target population and Programs for Extension Services.

The questionnaire was designed to seek information concerning the target population that the leaders had served and the training programs they had conducted in the past. The effectiveness of our training program should be assessed in light of these data because the participants of our program were to return to local area and work with the target population after finishing the program.

The ages of the target population ranged very widely from their teens to sixties with an average of 36 years old. The largest percentage of target group was in their thirties (34.1%). The age level of the target group was a little higher than that of the leaders.

The leaders reported that a great majority of their trainees (84.8%) were farmers and housewives. The cooperativeness shown by the trainees was rated mostly as fair or good (84.6%). The program areas conducted by the leaders are presented in Table 3 along with the areas that the target group most wanted to study.

As indicated in Table 3, the area emphasized most by the leaders and

Table 3. Program Areas Conducted and Wanted

Program Areas	Conducted		Wanted	
	No.	%	No.	%
Clothing & Textiles	4	9.8	3	6.0
Foods & Nutrition	25	61.0	23	46.0
Housing & Home Management	6	14.6	11	22.0
Child Devel. & Family life	5	12.2	11	22.0
Other	1	2.4	2	4.0
Total	41	100.0	50	100.0

wanted most by trainees was foods and nutrition. However, the percentages of programs wanted on housing and home management, or child development seemed to be a little higher than that of actual programs provided in those areas. One might say that more programs are needed in housing and home management, and child development for the target population.

Training materials in the past programs are presented in Table 4.

According to Table 4, Materials most often used were written materials, including textbooks and pamphlets. Films, slides, and charts were less frequently

Table 4. Teaching Materials Used in Leader's past programs

Type	No.	%
Slides	5	11.4
Charts	5	11.4
Pamphlets	14	31.8
Textbooks	15	34.1
Films	3	6.8
Other	2	4.5
Total	44	100.0

used. Major teaching methods used for training were lectures and practice (76.7 %). There were a very few cases in which other methods such as lectures only, demonstration, or field trips were used. The average lecture hours per subject were 1~3 hours and most of the sessions took less than 7 hours per subject.

To summarize this part, the community leaders reported that their trainees were a little older than themselves on the average and were mostly farmers and housewives. About 60 percent of the services provided were on foods and nutrition, and trainees wanted more sessions on housing and child development. The materials often used for training were written materials, and major teaching methods were lectures and practice. The average lecture hours per subject were 1~3 hours.

VI. Evaluation on the Training Program:

Several questions were asked about the training program itself. Participants'

Table 5. General Impressions of the Program Content

Rating	No.	%
Excellent	14	41.2
Good	8	23.5
Not new content	0	0
Need practice	3	8.0
Would like to study more in detail	9	26.5
Total	34	100.0

Table 6. The Difficulty level of the Content

Response	Too Difficult		Too Easy	
	No.	%	No.	%
Yes	2	7.7	2	7.7
No	24	92.3	24	92.3
Total	26	100.0	26	100.0

reactions to different questions are presented below. The participants' impressions of the program content are reported in Table 5.

According to Table 5, about 41 percent of the ratings were "excellent" regarding the educational content of the program. There seems to be quite a few who would want to study the subject in more detail.

Responses on the level of difficulty are presented in Table 6.

Most of the participants reported that the subjects taught were neither too difficult nor too easy. The difficulty level of the content seemed very adequate to the participants. According to their responses, a difficult subject was housing, and easy subjects were day care and safe foods.

The participants' opinions on the teaching materials and methods are presented

Table 7. Opinions on Teaching Materials

Rating	No.	%
Excellent	11	42.3
Good	10	38.5
Inadequate	0	0
Need more specific material	5	19.2
Total	26	100.0

Table 8. Opinions on Teaching Methods

Rating	No.	%
Excellent	19	73.1
Good	7	26.9
Fair	0	0
Poor	0	0
Total	26	100.0

in Table 7 and Table 8, respectively.

A majority of participants expressed their opinions about teaching materials prepared for the program in a positive way, and a few indicated that they had needed more specific materials to use when they would go back to local areas.

Teaching methods used for this training program were rated very high by most of the participants. Some expressed their satisfaction with the variety of teaching methods applied and the enthusiastic lectures provided.

The participants wrote out their "likes" and "dislikes" about this training program. They indicated that what they liked most was the teaching staff, lectures, content they learned, and the teaching methods.

What they did not like was inconvenience of public facilities. Major recommendations they made include: extension of training periods, provisions for room and board during the training period, further opportunity to attend such programs, and the opportunity to obtain more practical experience and technical skills.

VII. Summary and Suggestions:

In summary, the participants expressed very positive views about the three-day training program they had attended. Most of them were impressed with the teaching methods and teaching materials. The contents were adequate to their level of understanding. A few points, however, are suggested for the future programs as follow:

1. A larger group of trainees and a longer training period are desirable.
2. More programs for housing, home management, and child development for the target population are wanted.
3. Some specific teaching materials are desired and handed out to the trainees in order to use them for local people.
4. Opportunities to provide more practical experiences and technical skills are desired to be offered.
5. Continuing programs are wanted to be offered periodically.

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